DOCUMENT RESUME

ED 460 358 CS 013 601

TITLE	Minnesota Comprehensive Assessment Grade 3 Reading Practice Test.
INSTITUTION	Minnesota State Dept. of Children, Families, and Learning, St. Paul.
PUB DATE	1998-00-00
NOTE	62p.
AVAILABLE FROM	Minnesota Department of Children, Families & Learning, 1500 Highway 36 West, Roseville, MN 55113-4266. Tel: 651-582-8002.
PUB TYPE	Tests/Questionnaires (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Standards; Educational Assessment; Grade 3; Minimum Competency Testing; Primary Education; *Reading; *Reading Tests; Scoring Rubrics; *State Standards; *Test Format; *Testing
IDENTIFIERS	*Minnesota Comprehensive Assessment; Practice Tests

ABSTRACT

Consisting of items from the 1998 Minnesota Comprehensive Assessment as well as some items created specifically for the Practice Test, this Practice Test intends to be representative of the type of test and contain items similar to those that appear on actual grade 3 reading tests. These practice tests are not intended to be psychometrically reliable test forms and are intended to familiarize teachers and students with the testing format. It gives general instructions for the tests and is divided into four Sessions each containing two or three short reading passages with questions and student open-ended response items for each section. It also gives an Answer Booklet; a page for student open-ended response items (one per session); a Reading Answer Key; and a key for coding question and passage types in a section entitled Reading Objectives. It also presents a General Scoring Rubric and (for each of the four writing passages) an Item-Specific Scoring Rubric and five Open Response Samples from students. (SC)

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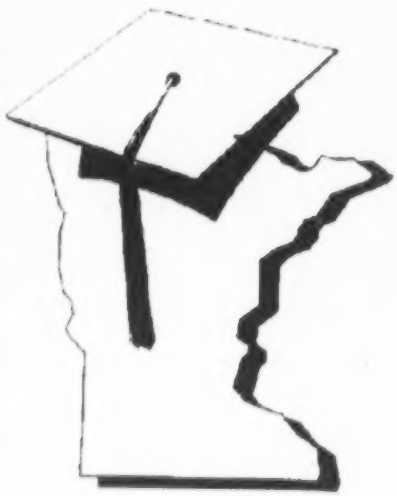
ED 460 358

Minnesota Comprehensive Assessment

GRADE 3

Reading Practice Test



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1998

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CS 013 601

This Practice Test consists of test items from the 1998 Minnesota Comprehensive Assessment as well as some items created specifically for the Practice Test. These items are intended to be representative of the TYPE OF TEST and contain items SIMILAR to those that appear on actual tests. Practice Tests are not intended to be psychometrically reliable test forms; they are intended to familiarize teachers and students with the testing format.

Reading Test

General Instructions

- There are four parts to the Reading Test. Before you begin each part of the test, your teacher will read the instructions to you.

- For all parts, you will read stories, poems, and other selections. Then you will answer questions about what you read. Answer each multiple-choice question by filling in the oval next to the answer you think is best. The sample question below shows you how to do this.

Sample: Which word below means the same as the word part?

- ● section
- ○ whole
- ○ hole
- ○ play

- For some questions, you will write your answers on the lines in this test booklet. Be sure to write your answers clearly.

Please stop when you finish each part of the test. You may review your answers in that part of the test, but you may not go back or forward to work on any other part. Your teacher will tell you when to begin the next part of the test.

Note: These are the instructions in the 1998 Reading Test Book. For the practice test, mark your answers on the answer sheet on page 38 of this document.

PLEASE STOP! DO NOT GO ON TO THE NEXT PAGE. STOP

Reading Test — Session 1

In the poems you are about to read, two people describe their dogs. Read both poems and answer questions 1 through 4.

My Dog, He is an Ugly Dog

My dog, he is an ugly dog,
he's put together wrong,
his legs are much too short for him,
his ears are much too long.
My dog, he is a scruffy dog,
he's missing clumps of hair,
his face is quite ridiculous,
his tail is scarcely there.

My dog, he is a dingy dog,
his fur is full of fleas,
he sometimes smells like dirty socks,
he sometimes smells like cheese.
My dog, he is a noisy dog,
he's hardly ever still,
he barks at almost anything,
his voice is loud and shrill.

My dog, he is a stupid dog,
his mind is slow and thick,
he's never learned to catch a ball,
he cannot fetch a stick.
My dog, he is a greedy dog,
he eats enough for three,
his belly bulges to the ground,
he is the dog for me.

– Jack Prelutsky

Copyright © 1983 by Jack Prelutsky. Published by Greenwillow Books, a division of William Morrow & Company, Inc.

My Dog

His nose is short and scrubby;
His ears hang rather low;
And he always brings the stick back,
No matter how far you throw.

He gets spanked rather often
For things he shouldn't do,
Like lying-on-beds, and barking,
And eating up shoes when they're new.

He always wants to be going
Where he isn't supposed to go.
He tracks up the house when it's snowing —
Oh, puppy, I love you so.

– Marchette Chute

From *Around and About* by Marchette Chute, copyright © 1957 by E.P. Dutton. Copyright renewed 1985 by Marchette Chute.

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1. In the poem "My Dog," the dog is loved

   A. because he is friendly to children in the neighborhood.

   B. because he is smart and clever.

   C. even though he growls at the neighbor's dog.

   D. even though he does "bad" things and gets scolded.

2. How are the dogs in both poems the **same**?

   A. Both are fat because they eat too much.

   B. Both are full of fleas.

   C. Both are funny-looking and have bad habits.

   D. Both can do tricks.

3. When they wrote these poems, both poets were probably trying to be

   A. funny.

   B. serious.

   C. scary.

   D. exciting.

4. The owners of both dogs are the **same** because both

   A. wish they had more dogs.

   B. love their dogs just as they are.

   C. think their dogs are too much trouble.

   D. are ashamed of their dogs.

PLEASE GO ON TO THE NEXT PAGE

This story is about a girl who hears things in different ways. Read the story to find out how she hears lots of things. Then answer questions 5 through 11.

Other Ears

by Claire Blatchford

I'm deaf, deaf in both ears. I was born this way. But don't think I can't hear.

I have a hearing aid; it's brown and flat and hides behind my right ear. It brings me some sounds, but nothing like the ones you hear.

Then I have some other ears–ears that you can't see.

I have ears in my feet. With my feet I hear Dad when I'm upstairs and he's downstairs hammering in his shop. With my feet I hear my sister tap-dancing patterns on the porch. With my feet I hear my mother clicking her heels across the floor when she's in a hurry.

Yes, I have ears in my feet. With my feet I hear summer puddles slapping and lapping at my sneakers, and winter ice crunching and cracking under my boots.

I have ears in my hands. With my hands I hear the blender buzzing and burping. With my hands I hear our sleepy cat humming like a stereo in his dreams.

With my hands I hear my clothes talk when I touch them. My stiff, straight jeans crackle and laugh. My nightgown gives a sleepy sigh. My best dress warns, "Don't wrinkle me!"

Yes, I have ears in my hands. My hand hears Mom's hand saying, "I love you" as we cross the street. My hands hear secrets, too. One time I found a firecracker in my sister's pocket, but I didn't tell.

I have ears in my eyes. With my eyes I hear my teacher asking, "Do you understand?" With my eyes I hear my sisters when they're feeling silly. Tickling, teasing, giggling, making faces. . . . With my eyes I hear our dog telling me that someone's at the door.

Yes, I have ears in my eyes. With my eyes I hear the ocean as the waves tumble and crash. With my eyes I hear the tree outside my window bend and creak in the wind.

All day I hear with the ears in my feet, hands, and eyes. Then sometimes when night comes, I think I hear scary things. Doors opening and closing, footsteps in the dark, animals panting . . .

I snuggle deep down in bed, shut my eyes tight, and hug my old bear close. And just before sleep comes, I hear him whisper in a low, gruff voice, "I'll keep you safe till morning."

From the March 1996 issue of *Spider*. Published by Open Court Publishing. Reprinted by permission of the author.

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5. The main idea of this story is

   A. even though the girl is deaf, she "hears" in other ways.

   B. the girl's hearing aid is brown and flat against her ear.

   C. the girl's feet take her a lot of places.

   D. the girl hears scary things at night.

6. The girl uses her other senses to hear things. Which of the following is **not** a sense?

   A. sight

   B. hearing

   C. touch

   D. color

7. What does the girl mean when she says, "Then I have some other ears–ears that you can't see"?

   A. She is blind, too.

   B. She uses her other senses.

   C. She hides her hearing aid.

   D. She will not show anyone her ears.

8. After reading the story, what would be a good source to learn more about deafness?

   A. looking up "deaf" in the dictionary

   B. visiting a hospital

   C. going to a museum

   D. talking to someone who is deaf

9. How does the girl "hear my sister tap-dancing patterns on the porch"?

   A. She feels the vibrations.

   B. She sees her sister dancing.

   C. Her mother tells her.

   D. Her father shows her.

10. What does the girl mean when she says, "My hand hears Mom's hand saying 'I love you' as we cross the street"?

    A. Her mother claps her hands loudly.

    B. The girl's hands touch the street.

    C. Her mother holds the girl's hand.

    D. The girl's hands are cold.

11. Who tells the girl, "I'll keep you safe till morning" at the end of the story?

    A. her bear

    B. her father

    C. her uncle

    D. her mother

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Look at the story below. Then answer questions 12 through 15.

The King's Picnic

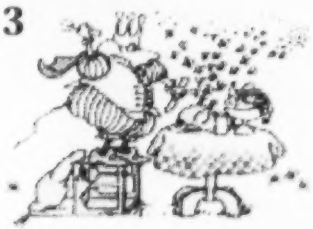
By Les Gray

A Story Without Words

1

2

3



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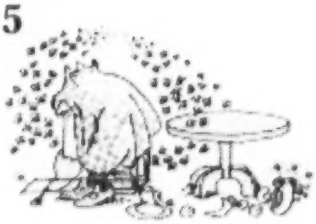

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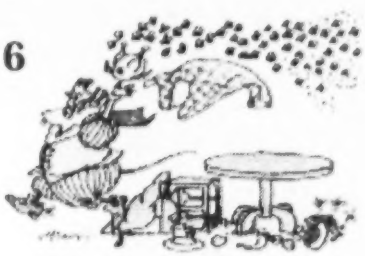

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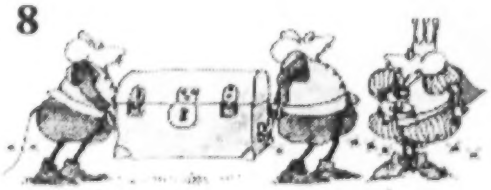

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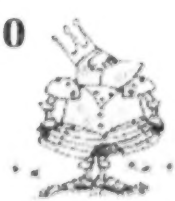

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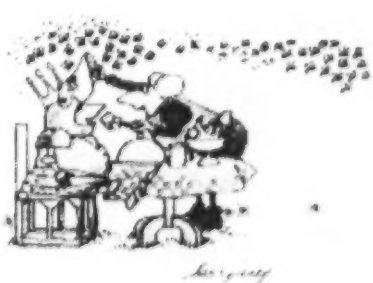

From *Highlights for Children*, May 1990, Vol. 51, No. 5, Issue 535

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12. What is **different** about the fifth and the sixth pictures?

A. The flies begin to eat the fruit.

B. The flies stop bothering the king.

C. The king knocks over the chair.

D. The king moves away from the table.

13. This story is **mostly** about

A. eating a good dinner.

B. learning to set up a picnic.

C. finding a way to solve a problem.

D. having servants help the king.

14. In the fourth and the fifth pictures, the king tries to

A. hide from the flies.

B. run away from the flies.

C. hurt the flies.

D. eat the bowl of fruit.

PLEASE GO ON TO THE NEXT PAGE

The King's Picnic

Continues on to Page 11 for Question 15.

PLEASE GO ON TO THE NEXT PAGE

15. Retell the story **in words**. Remember to use details and describe what happens from beginning to end.

End of Session One

The teacher will instruct you before beginning session two.

13

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Reading Test — Session 2

You are going to read a story about what happens to a young girl on her first day in a new school. Read the story and answer questions 16 through 22.

LISTEN TO THE BULLFROGS

by Kathy Johnson Gale

Erica threw the covers back and sat up in bed, her chin resting on her knees. Today would be her first day in a new school. Her stomach tensed in a tight knot.

Mom came to the doorway. "Up and at 'em, Erica. Breakfast will be ready in five minutes."

"Okay, Mom."

Mom understood Erica's fear. Erica didn't know a single person at their new school. She had left so many good friends behind, and here she knew no one.

Erica kissed Mom good-bye and hugged her tightly. Mom whispered into her ear, "Don't worry, Erica. You'll make friends."

"I know I will, Mom," Erica answered, trying to be brave. "I'll see you after school."

The name of Erica's new teacher was Mrs. Bentley. She welcomed Erica with a warm smile. "I want everyone to meet our new student. Her name is Erica Brown."

A few minutes into the lesson, Erica heard whispers behind her. She wished she could just disappear!

Lunchtime was even worse. Nobody invited Erica to sit with them. So she sat alone at a corner table.

Erica was relieved when lunch hour was over, and she was back in class. But as the afternoon dragged on, she began dreading the recess bell. What would she do for twenty whole minutes when she didn't have a single friend?

When the recess bell rang, Erica followed the others onto the playground. She watched a group of girls doing hand claps. They were chanting one she knew.

Gathering up courage, she asked a girl named Julie if she wanted to do it with her.

PLEASE GO ON TO THE NEXT PAGE

14

"Sure," Julie answered.

They joined in with the clapping.

"My mother, your mother live across the street.
Eighteen, nineteen, Alligator Street!
Every night they have a fight and this is what they say:
'Acka backa soda cracker, Acka backa boo!'"

The girls stopped, but Erica knew another part and she continued clapping with Julie: *"Acka backa soda cracker, out goes you!"* Then she clapped hands with Julie as fast as they could until one of them missed.

Courtney said, "Cool, I've never heard that before. What other things do you know?"

By now, hearing the commotion, some of the boys were watching, too. Erica's nervousness was fading away.

"Here's one that the boys like to do, too," she said to the group of students.

"Everybody get in a circle. Now this is what you say – "

"Down by the banks of the Hanky Panky
Where bullfrogs jump from bank to banky
Saying Eeeps, Iiips, Ooeps, Oops,
Listen to the bullfrogs."

"The person whose hand gets clapped on the word *bullfrogs* is out and has to leave the circle. We keep going until only one person is left."

"Let's try it," Courtney shouted.

Even when her hand was clapped on "bullfrogs" and she had to leave the circle, Erica felt good inside. It would be a while before she had close friends like the ones she left behind, but it was a start.

When the recess bell rang, Erica walked into Mrs. Bentley's classroom beside Julie. "Eeeps, Iiips, Ooeps, Ooops, listen to the bullfrogs," rang in her head. "Listen to the bullfrogs" – kids are kids everywhere, she thought happily to herself.

From *Kid City*, September 1991. ©1991 by Children's Television Workshop. Underline added by Advanced Systems in Measurement and Evaluation, Inc.

16. The story is named "Listen to the Bullfrogs" because it is

A. the best game to play at school.

B. a game in which you have to listen very carefully.

C. a game that you play with boys and girls.

D. the game that helped Erica make friends.

17. When did Erica get accepted into the group?

A. when she played basketball with the boys

B. when she sat with Julie at lunch

C. when she taught her classmates a new game

D. when Mrs. Bentley called on her in class

18. What type of story is this?

A. fable

B. real-life fiction

C. mystery

D. science fiction

19. What does the line "Her stomach tensed in a tight knot" tell us about Erica?

A. She had an upset stomach.

B. She was nervous.

C. She had her belt too tight.

D. She was hungry.

20. In the story it says that Erica gathered up courage. What does courage mean?

A. ideas

B. food

C. bravery

D. games

21. What does the hand-clap game show about Erica?

A. She is willing to try to make new friends.

B. She gets embarrassed when playing games.

C. She has a sense of humor.

D. She is shy and withdrawn.

22. What does the author want you to learn from this story?

A. Kids are the same no matter where they live.

B. We should listen to our teachers.

C. It is difficult to leave your family.

D. It is important to know how to do hand claps.

Someday you may have a new pet kitten. Read these important facts about kitten care. Then answer questions 23 through 30.

Kitten Care

Congratulations on your new kitten! Here are some things you should know as you welcome your kitten to her new home.

It is a good idea to get your kitten at the beginning of a weekend or during a school vacation. Your house is a new and strange place to your kitten. The more time you can spend with her in the beginning, the more comfortable she will feel in her new home.

You can help your kitten become familiar with you by playing with her. Try to be calm. A tiny kitten can become frightened by too much excitement. Too much noise or too many people can also frighten her. Choose a quiet room and let her explore a little. Sometimes she will play by scratching and biting at your hands. The best way to teach her not to do this is to say "No" loudly. She will soon learn that this is not acceptable.

Your kitten has some important needs . . . besides your love. She will need a bed of some sort. A cardboard box with a little padding will do. She will also need food two to three times a day. The type of cat food you buy is up to you and your parents. You should provide a small bowl of water. Check the bowl throughout the day. Make sure your kitten can always get a drink when she is thirsty. Finally, she will need a litter box. This should be just deep enough to keep the litter in, but not so deep that your kitten has trouble getting out.

HOW TO PETPROOF YOUR HOUSE

- Keep cleaning supplies in a closed cabinet out of reach.
- Remove any poisonous plants. (Check with a greenhouse or a poison control center to find out which plants are poisonous.)
- Double-check closets, refrigerator, oven and any other place in which your kitten could hide before closing them.
- Check to see that window screens are tightly in place to avoid a fall from high places.
- Keep small items out of your kitten's reach. If swallowed, buttons, needles and thread could hurt the kitten's mouth or stomach.

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23. The purpose of this article is to

A. make the reader laugh.

B. teach the reader.

C. sell something to the reader.

D. make the reader sad.

24. As an owner of a new kitten, you should

A. set out toys like thread, buttons, or bright pennies.

B. put the kitten in a quiet room to play.

C. buy a deep litter box with tall sides.

D. put out food and water once a day.

25. This article **most likely** came from

A. a dictionary.

B. a zoo poster.

C. a pet-care booklet.

D. a science book.

26. The list in the box with the title "How To Petproof Your House" gives ways to make your house

A. safe.

B. dangerous.

C. fun.

D. comfortable.

27. What would the author **probably** think you should do before you bring your kitten home?

A. Feed the kitten.

B. Remove poisonous plants.

C. Double-check closets.

D. Play with the kitten.

28. On your kitten's first day at home you should **not**

A. read a book.

B. talk on the telephone.

C. play a card game.

D. have a birthday party.

29. Which of the following is **not** one of the kitten's important needs?

A. lots of love

B. water

C. another kitten

D. food

Kitten Care

Continues on to Page 21 for Question 30.

30. List below what things are good and what things are bad for kittens. List as many things as you can, using information from the article.

GOOD THINGS FOR KITTENS	BAD THINGS FOR KITTENS

This is the end of testing for Day One.

Reading Test

General Instructions

- There are two parts remaining to the Reading Test. Before you begin each part of the test, your teacher will read the instructions to you.

- For the remaining parts, you will read stories, poems, and other selections. Then you will answer questions about what you read. Answer each multiple-choice question by filling in the oval next to the answer you think is best. The sample question below shows you how to do this.

Sample: Which word below means the same as the word part?

- ● section
- ○ whole
- ○ hole
- play

- For some questions, you will write your answers on the lines in this test booklet. Be sure to write your answers clearly.

Please stop when you finish each part of the test. You may review your answers in that part of the test, but you may not go back or forward to work on any other part. Your teacher will tell you when to begin the next part of the test.

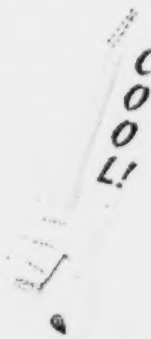
Note: These are the instructions in the 1998 Reading Test Book. For the practice test, mark your answers on the answer sheet on page 38 of this document.

PLEASE STOP! DO NOT GO ON TO THE NEXT PAGE. STOP

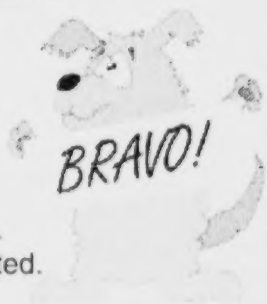
Reading Test — Session 3

Read the ad about stickers and answer questions 31 through 35.

Brighten Your Life with WONDERSTICKERS



Your life will be wonderful with WONDERSTICKERS.
You will be the hit of your classroom.
WONDERSTICKERS are the brightest
and best stickers ever.
This special offer for a collection of
WONDERSTICKERS is only $3.00.



Order now and receive a free sticker book.
But hurry! Quantities of sticker books are limited.

Special Sticker Offer!
Each sticker collection has 100 stickers.

ORDER FORM

_____ Please send me 1 sticker collection for only $3.00
– OR –
_____ Send me 2 sticker collections for only $5.00
– OR –
_____ Send me 3 sticker collections for only $6.00

Name _____

Address _____

City _____ State _____ Zip _____

Parent's signature _____

Checks or money orders only. Make payable to:
WONDERSTICKERS, Inc.

Send to WONDERSTICKERS, Inc.
Box 1000
St. Cloud, MN 56302
Allow 4 weeks for delivery.

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31. What is the **main** purpose of this ad?

A. to tell about the stickers

B. to get you to buy WONDERSTICKERS

C. to get you to send for more information

D. to tell you how to become the hit of your classroom

32. Which statement from the ad is a **fact**?

A. Your life will be wonderful with WONDERSTICKERS.

B. You will be the hit of your classroom if you buy WONDERSTICKERS.

C. WONDERSTICKERS are the brightest and best stickers ever.

D. This special offer for a collection of WONDERSTICKERS is only $3.00.

33. How does the ad try to get you to buy the stickers right away?

A. It tells you that you will get a free sticker book if you order soon.

B. It tells you that you will get a free guitar if you order soon.

C. It tells you it takes four weeks to get the stickers.

D. It shows you pictures of some of the stickers.

34. To place an order, you must send

A. a money order and the principal's signature.

B. cash and the teacher's signature.

C. a check and your parent's signature.

D. cash and your signature.

35. Which sentence below is an **opinion**?

A. Allow 4 weeks for delivery.

B. Each sticker collection has 100 stickers.

C. You will be the hit of your classroom.

D. Order now and receive a free sticker book.

PLEASE GO ON TO THE NEXT PAGE

President Clinton believes that students should wear uniforms to school. Read to find out more about how he feels. Then answer questions 36 through 41.

The Great Uniform Debate

by Tonya Leslie

For years, private schools have required students to wear uniforms. Now President Clinton wants public schools to require uniforms too. He thinks that if all students wear the same thing, they'll fight less and study more.

The President says that students' clothes often cause a lot of bad feelings. When new styles come into fashion, kids sometimes fight over the new gear at school. Kids who can't afford to keep up with fashion trends may feel left out. President Clinton thinks that when kids wear whatever they want, clothes can end up being more important than classes.

In 1994, public elementary schools in California began asking kids to wear uniforms to class. After the new rule took effect, grades rose and fighting dropped by 51 percent. President Clinton thinks the California schools provide a great success model. He's passing out manuals to public schools across the country to encourage them to begin their own uniform policies.

Some kids worry that uniforms will take away their chance to express themselves. But others feel uniforms solve a big problem they face each morning–deciding what to wear to school!

From *Scholastic News*, Edition 4, May 3, 1996

36. President Clinton wants students to wear uniforms because he thinks

A. students will fight less and study more.

B. uniforms look neater than regular clothes.

C. students who wear uniforms have better school spirit.

D. uniforms are easier to keep clean.

37. How can we tell that uniforms have been a success in California?

A. Grades came up because students liked the way they looked.

B. Grades came up and fighting dropped 51 percent.

C. Students spent less time deciding what to wear.

D. Students saved money because they did not need new school clothes.

PLEASE GO ON TO THE NEXT PAGE

38. How will President Clinton let schools know he is serious about uniforms?

A. He will send a uniform bill to Congress and require uniforms by law.

B. He will speak to the nation on a "special" television report.

C. Manuals will be sent to schools asking them to make their own school policies.

D. Letters will be sent to parents asking them to agree with him.

39. Why have uniforms caused such a big debate?

A. Parents like to be told what to buy.

B. Students do not like to be told what to wear.

C. Teachers think uniforms make all students look alike.

D. Some students think uniforms are cool.

40. What is one reason not to have school uniforms?

A. Kids will spend less time deciding what to wear.

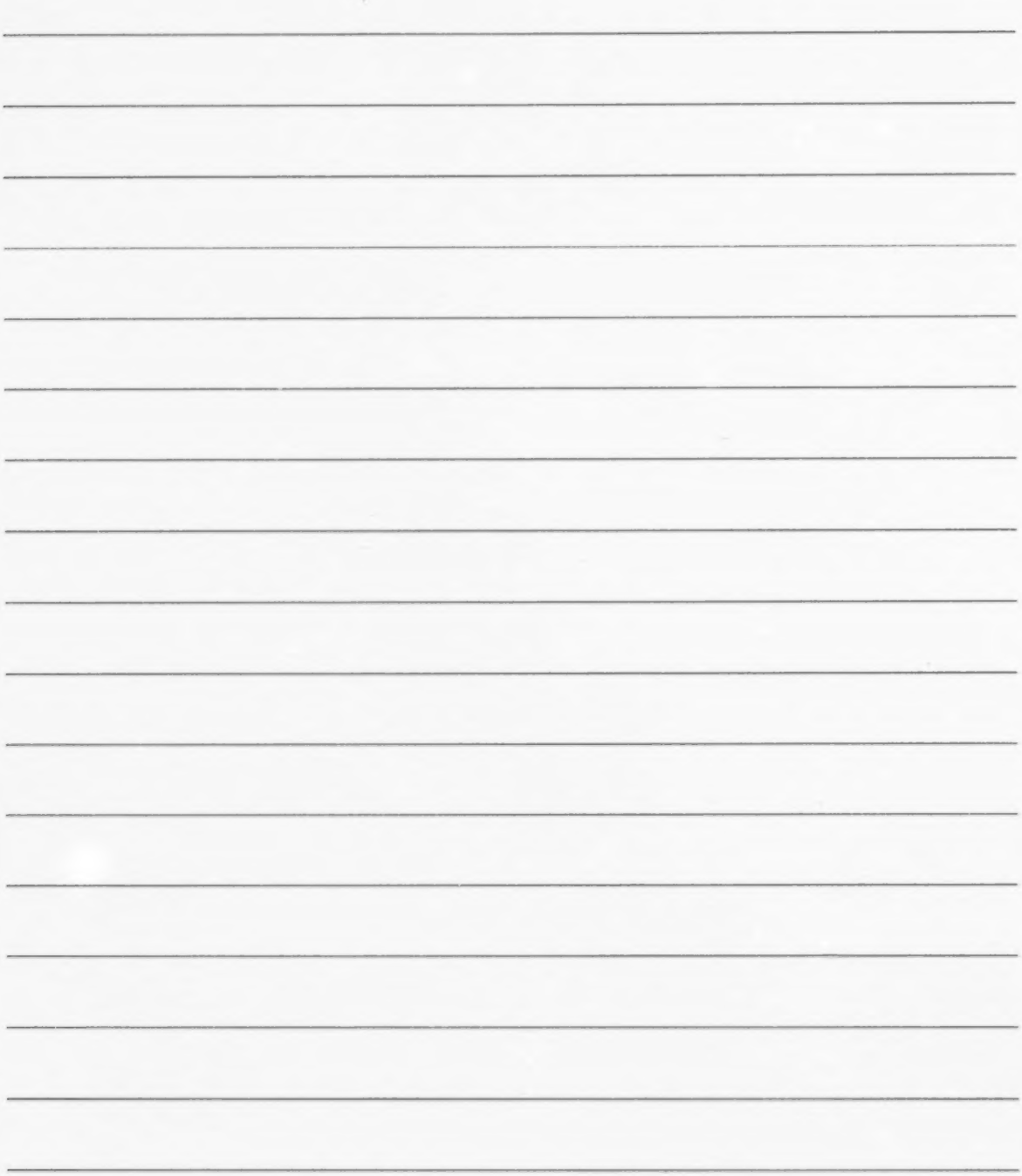
B. Kids will fight less and study more.

C. Kids will not spend as much money on new fashions.

D. Kids will not have as many ways to express themselves.

PLEASE GO ON TO THE NEXT PAGE

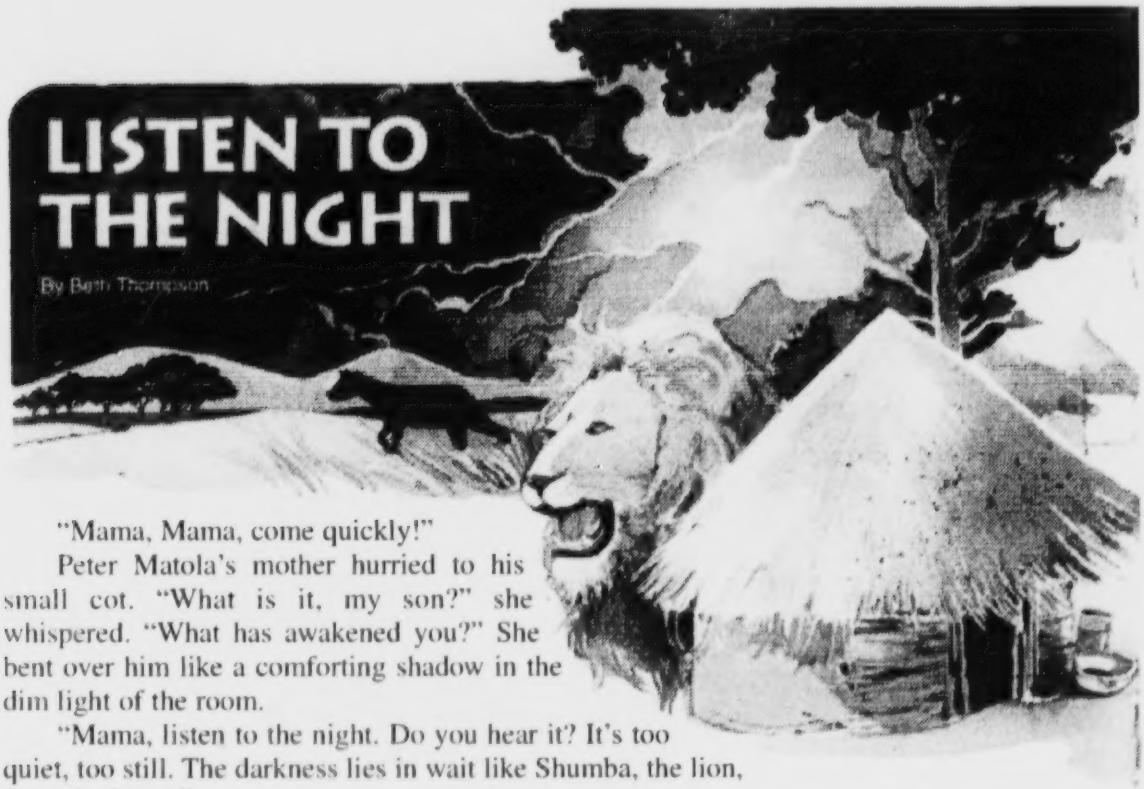
41. What are some of the reasons students should be required to wear uniforms to school? Explain your answer using information from the article.



End of Session Three

The teacher will instruct you before beginning session four.

Have you ever been afraid of the dark? The story below is about a boy who lives in East Africa and is afraid of the noises he hears at night. Read the story and answer questions 42 through 48.



"Mama, Mama, come quickly!"

Peter Matola's mother hurried to his small cot. "What is it, my son?" she whispered. "What has awakened you?" She bent over him like a comforting shadow in the dim light of the room.

"Mama, listen to the night. Do you hear it? It's too quiet, too still. The darkness lies in wait like Shumba, the lion, when he hunts."

From the moonlight spilling in through the window, Mrs. Matola could see that Peter's eyes were round with fear. His small face was carved with lines of worry, and the white crescent of his smile was hidden in a frown.

"Shumba is sleeping, my son," she said. "You must sleep, too. Welcome the quiet of night. It is like shade in the hot noonday sun." Mrs. Matola touched her son's cheek, smoothing out the lines of worry, and Peter closed his eyes.

"Mama, Mama, come quickly!"

Once more Mrs. Matola hurried to her small son's bed. "What is it now, Peter?"

"Mama, listen to the night! The hyena is screaming. He bites at the night sky and tears holes in it. See where the sun flashes through! Then Shumba roars back, angry at being awakened!"

Again Mrs. Matola soothed her son. "That is only the shrieking of the wind before a storm. It is only the lightning flashing and the thunder roaring. Rain is coming, good rain to help the corn grow and to give the cattle water to drink. Listen!"

PLEASE GO ON TO THE NEXT PAGE

Soon Peter heard drops of rain whisper on the dry grass roof of the Matolas' *imba*, their round thatched hut. Rain splattered on the dusty ground, thumping softly like the sound of his father's wooden drum. It was like the steady beating of a heart.

"Now sleep, my son, so you will grow up big and strong enough to help your father herd the cattle. Night is a time of rest for every creature, even small boys like you."

Peter closed his eyes. But still he listened to the night.

When the rain stopped, the darkness was filled with the shrill, chirping songs of a hundred tiny voices in a hundred tiny puddles. Mrs. Matola smiled, waiting for her son to call her to come and listen to this new night sound. She would tell him, "Do not be afraid, Peter. That is only Dacha, the frog. He is very small, but hear how bravely he and his brothers sing to the darkness. That is why our grandfathers chose him to be the guardian of dreams for the Shona people. Dacha's songs frighten away nightmares and bring peaceful sleep."

As Dacha and his brothers sang, the last rain dripped softly from the roof. The night air whispered around the Matolas' small thatched *imba*. Far away, over the mountains, the last bit of thunder grumbled sleepily, like Shumba returning to bed.

But Peter made no sound at all. When his mother tiptoed close, she saw that Peter had fallen asleep, listening to the night. And his smile told her that Dacha's songs had filled his dreams with happiness.

Illustrated by Len Ebert. From *Highlights for Children*, January 1997.

*The Shona people live in Zimbabwe in East Africa.

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PLEASE GO ON TO THE NEXT PAGE

42. At the beginning of the story, why was Peter frightened?

A. He heard the roar of a lion.

B. He was awakened by a bad dream.

C. He heard the scream of a hyena.

D. He was awakened by the quiet of the night.

43. What does Peter mean when he says the sun flashes through the holes the hyena bit in the night sky?

A. Peter hears the sounds of the night.

B. Peter sees lightning in the sky.

C. Peter sees the morning sun.

D. Peter hears the rain falling.

44. What frightened Peter the second time he woke?

A. the hyena

B. Dacha

C. the quiet

D. raindrops

45. The sound of the rain is compared to the

A. beat of a heart.

B. roar of a lion.

C. scream of a hyena.

D. song of a frog.

46. What will Peter **probably** do when he grows up?

A. grow crops

B. hunt lions

C. build houses

D. herd cattle

47. How is Dacha **different** from Shumba?

A. Dacha is strong.

B. Dacha is small.

C. Dacha is frightened.

D. Dacha is quiet.

48. Why did Peter fall asleep?

A. Dacha's songs lulled him to sleep.

B. The hyena stopped screaming into the night.

C. Peter's mother sang him a lullaby.

D. Shumba stopped roaring and went to sleep.

PLEASE GO ON TO THE NEXT PAGE

The following selection tells you how to start a neighborhood business. Read the selection below. Then answer questions 49 through 51.

Dog-Walking Service

A good way to earn extra money and have fun at the same time is to work for neighbors and friends. Start a dog-walking service.

First, make some cards to advertise your service. Be sure to include the times when you are available, the cost of the service (usually about 50¢ per hour), your name, address and telephone number. Distribute the cards to people in your neighborhood who have dogs.

As a little treat, you might carry a couple of dog biscuits in your pocket to give to the dog at the end of the walk. This is a good way to satisfy your customers.

Now, for some important tips about this business.

1. Use a short leash so that you will have better control of the dog.
2. Never walk big dogs which you cannot control.
3. Never leave the dog alone.
4. Take your time. Dogs like to poke along.
5. Respect neighbors' yards. Do not let dogs use sidewalks or lawns for a bathroom. In fact, in some communities, you'll be fined for not picking up your dog's droppings. Learn the laws of your community.

PLEASE GO ON TO THE NEXT PAGE

49. Why does the author put the tips in a list?

A. to put them in the right order

B. to help you remember them

C. to review the beginning of the article

D. to save space on the page

50. The BEST meaning of the word distribute in this article is

A. sell.

B. scatter.

C. pass out.

D. divide up.

51. The article says you should put all of the following information on your business card EXCEPT

A. the hours you can work.

B. your age.

C. your address.

D. the cost of your service.

PLEASE GO ON TO THE NEXT PAGE

The graham crackers we eat today are named after Sylvester Graham. People made fun of Mr. Graham's ideas about healthy foods 150 years ago. Read to find out what these ideas were. Then answer questions 52 through 55.

My Name is GRAHAM, As in Cracker

by Janice Barrett Graham

It's not easy having Graham for a last name. Our family gets teased a lot. One day in kindergarten my daughter, Elise, got tired of being called "graham cracker." So she told everybody at school that her Uncle Sylvester invented graham crackers. They laughed. Sure he did, they said.

Guess what? It's true. Today we have graham crackers because of Elise's great-great-great-great-great-uncle!

He was born in 1794—a sickly boy named Sylvester Graham, who had no parents to care for him. He grew up wishing he were strong and healthy. He went to college and became a Christian minister. But all his preaching was about good health.

He watched people gulp down their food. Greasy piles of fried potatoes. Slabs of red meat. Pounds of pastries. He thought they looked like snakes swallowing their huge meals whole! Then he saw the same people get sick or overweight. Doctors back then didn't know how to cure them.

Sylvester read about an experiment in which a dog, fed only white bread, got sick and died. But a dog that was fed whole-wheat bread stayed healthy. Sylvester began to wonder if the processing of grains to make white flour destroyed some of the nutrients. He changed his own diet to mostly whole grains, fresh fruits, and vegetables. He felt a lot better, and he couldn't wait to share his new ideas.

Huge crowds gathered to hear the small excited man in a high collar and tailcoat. "Eat foods that are good for you," cried Sylvester. "Find Nature's way and follow her!" Many people took his advice, and he began to hope that someday all Americans would stop eating like boa constrictors.

Flour made from the whole-wheat grain was named after Sylvester. With this graham flour, his followers, called Grahamites, baked bread and crackers. Instead of hot morning gruel, the popular breakfast at the time, Grahamites ate the first cold cereal, "Granula," made of crumbled rebaked graham crackers.

Sylvester Graham had only a hunch that munching on whole-grain snacks was good for you. Back then, newspapers called him "a nut among crackers." But today, 150 years later, scientists are proving he was right. And factories make millions of packages of graham crackers a year.

Even when Elise gets teased, she's glad her name is Graham, as in cracker. At least it's better than, say, Boa Constrictor!

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PLEASE GO ON TO THE NEXT PAGE

52. What did Sylvester Graham's followers eat instead of hot gruel?

A. cold cracker cereal

B. fried potatoes

C. pounds of pastry

D. slabs of meat

53. When people gulped down their food, Graham thought they looked like

A. cows chewing grass.

B. cats lapping milk.

C. snakes swallowing food.

D. birds drinking water.

54. The story says the Grahamites did not eat hot morning gruel. What was gruel **most** like?

A. doughnuts

B. oatmeal

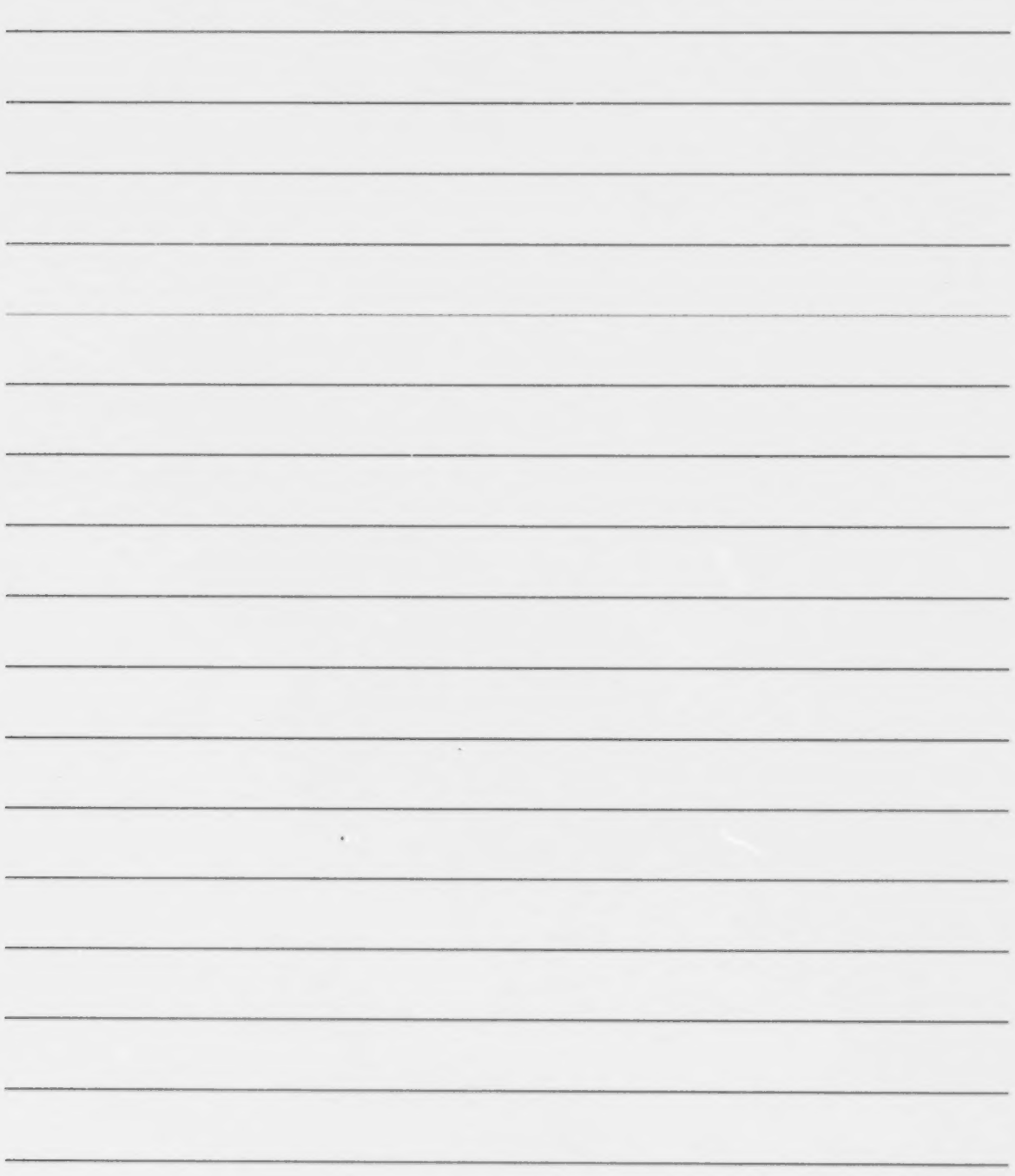
C. potatoes

D. crackers

PLEASE GO ON TO THE NEXT PAGE

Write your answer to question 55 in the space below.

55. Tell what Sylvester Graham meant when he said, "Find Nature's way and follow her!" Explain your answer with information from the story.



MINNESOTA COMPREHENSIVE ASSESSMENT PRACTICE TEST
GRADE 3 ANSWER BOOKLET

READING

EXAMPLE 1: A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. Respond in Test Book
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. Respond in Test Book
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. Respond in Test Book
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____
51. _____
52. _____
53. _____
54. _____
55. Respond in Test Book

Minnesota Comprehensive Assessments
1998 Practice Test
Grade 3 Reading Answer Key

ITEM	KEY	OBJECTIVES	
		QUESTION TYPE	PASSAGE TYPE
1	D	2	3
2	C	2	3
3	A	2	3
4	B	2	3
5	A	1	4
6	D	2	4
7	B	2	4
8	D	1	4
9	A	2	4
10	C	2	4
11	A	1	4
12	D	2	3
13	C	1	3
14	A	2	3
15	O	2	3
16	D	2	3
17	C	1	3
18	B	2	3
19	B	2	3
20	C	1	3
21	A	2	3
22	A	2	3
23	B	1	4
24	B	1	4
25	C	2	4
26	A	1	4
27	B	2	4
28	D	1	4

ITEM	KEY	OBJECTIVES	
		QUESTION TYPE	PASSAGE TYPE
29	C	2	4
30	O	2	4
31	B	1	4
32	D	2	4
33	A	2	4
34	C	1	4
35	C	2	4
36	A	1	4
37	B	1	4
38	C	1	4
39	B	2	4
40	D	1	4
41	O	2	4
42	D	2	3
43	B	2	3
44	A	1	3
45	A	2	3
46	D	2	3
47	B	2	3
48	A	2	3
49	B	2	4
50	C	1	4
51	B	2	4
52	A	1	4
53	C	2	4
54	B	2	4
55	O	2	4

READING OBJECTIVES

QUESTION TYPES

1 = Literal Comprehension

These questions may require students to identify main ideas and supporting details, retell ideas or events in sequence, use contextual cues to identify words, or understand presentations of data in charts, graphs or tables.

2 = Interpretation and Evaluation

These questions may require students to identify ideas not explicitly stated in the text, interpret figurative language, interpret the effect of persuasive messages, make predictions, draw conclusions, summarize ideas, distinguish facts from opinions, or compare and contrast characters, ideas or events based on information in the text.

PASSAGE TYPES

3 = Literary Passages

A literary passage is a fictional passage such as an excerpt from a work of literature, a short story, or a poem.

4 = Informational Passages and/or Practical Passages

These passages are non-fiction. An informational passage is typically an excerpt from a grade level textbook or magazine publication. Practical passages are excerpts from reference materials (for example, a glossary), a page from a safety handbook or a recipe.

SCORING RUBRICS
and
SAMPLE PAPERS
for
OPEN-ENDED RESPONSE ITEMS

GRADE 3 READING—GENERAL SCORING RUBRIC

An open-response item in reading asks students to write a brief response to a question, using specific information from the passage to develop their ideas. The general scoring rubric for these items appears below.

SCORE	DESCRIPTION
4	**Completes all important components of task and communicates ideas clearly** Demonstrates in-depth understanding of relevant concepts and/or processes Where appropriate, offers insightful interpretations or extensions (e.g., generalizations, applications, analogies)
3	Completes most important components of the task and communicates clearly Demonstrates understanding of major concepts and/or processes although less important ideas or details may be overlooked or incorrect
2	Completes some important components of the task and communicates clearly Demonstrates gaps in conceptual understanding
1	Shows minimal understanding Unable to generate strategy, or answer is limited to recall Response lacks clear communication
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response

This rubric provides the framework for the development of item-specific rubrics, which are used during the actual scoring of the responses.

GRADE 3 READING—ITEM-SPECIFIC SCORING RUBRIC

Below is an example of an item-specific reading rubric at the third-grade level. A student's score is based upon how well the response meets the stated criteria.

Passage: The King's Picnic

15. Retell the story **in words**. Remember to use details and describe what happens from beginning to end.

SCORE	DESCRIPTION OF ANSWERS TO THE KING'S PICNIC PASSAGE
4	Response is in story format, well organized and chronological. Response provides enough detail to create a well-crafted story, with conflict and resolution, rather than simply a retelling frame by frame.
3	Response is in a story format, fairly clear, and follows the order of the pictures; details are accurate but minimal.
2	Response is a factual, literal retelling or listing of what happens in most picture frames. Some details are missing or are out of order.
1	Response indicates minimal understanding of the story (lists or tells some action of the story out of sequence; uses few or incorrect details; draws incorrect conclusions).
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

15. Retell the story **in words**. Remember to use details and describe what happens from beginning to end.

This looks good the king spoke on that summer day. When the king was ready to eat a sworm of bees came to eat. He stood on his royal chair and fuaght with his royal fork then he got really scared. then He hid under his table cloth and he ran a way throwing his turkey. He told his servints what had happend. Then they had a really good plan. They dressed him up as a royal night and he finally had a good pichic.

Score Point: 4

The "well-crafted story" is apparent in this response from beginning to end. The student uses highly selective words, e.g., royal chair, and includes a sense of humor to give the response a crafted completeness.

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15. Retell the story **in words**. Remember to use details and describe what happens from beginning to end.

The king had a picnic dinner with his servants
some bees started to bother him. disterab him
while he was eating dinner.
While he was standing on his chair while
trying to beat the bees with his knife and
fork. He went under the table to try to
petect his self. He put the blanket around him.
But it didn't work. He ran away then.
So he demanded the servants to get him
the box. So they did. They put something
on him. Armer to pertect him.
So the bees still stayed there, and luckly
he had armer on.

Score Point: 3

This response retells the story with accurate and unconfused detail. Some of the events in the story have been elaborated, e.g., "while trying to beat the bees with his knife and fork," and intuitive qualities are emerging.

15. Retell the story **in words**. Remember to use details and describe what happens from beginning to end.

The king is having a picnic but the flies is bothering the. King and the king was pushing the flies back but the fies is still bothering the King and the King was hideing from the flies and then the King runing away from the flies now and then the King said to the serrants to bring a Knighi clothes for the King and the servan put the knight's clothes on the King so the flies didn't bother the King anymore.

Score Point: 2

As a typical response for this level, the student has written a frame by frame description in the retelling of the story. There are no selective word choices, and details of the events are sparse.

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15. Retell the story **in words**. Remember to use details and describe what happens from beginning to end.

The King was a mis.
thay brag the King
Sam food thin
fliS Stert to
frid. orad heS food
thin he tod His
bords Saffing. thin
the King hand to a ware
thin He fitdt

Score Point: 1

This response shows limited control in the retelling of the story, and details are sparse. The actions from the story are minimal, and the conclusion "thin the King, Hand to a ware thin He fitdt." (then the king hand a war then He fight.) is incorrect.

15. Retell the story **in words**. Remember to use details and describe what happens from beginning to end.

Kings and bees.

Buzz around.

Score Point: 0

The student's response shows no understanding of the story line. There is not enough information to support any of the score points.

GRADE 3 READING—ITEM-SPECIFIC SCORING RUBRIC

Below is an example of an item-specific reading rubric at the third-grade level. A student's score is based upon how well the response meets the stated criteria.

Passage: Kitten Care

30. List below what things are good and what things are bad for kittens. List as many things as you can, using information from the article.

SCORE	DESCRIPTION OF ANSWERS TO THE KITTEN CARE PASSAGE
4	Response thoroughly explains the good and the bad things one should do (and not do) when taking care of a new kitten. Student supports his/her answer with appropriate examples from the article that show a comprehensive understanding of the question.
3	Response generally explains the good and the bad things to do and not do when taking care of a new kitten, but examples from the article lack some supporting details.
2	Response partially explains the good and/or the bad things to do (not do) when taking care of a new kitten, but examples from the article are limited or weak.
1	Response gives an unsupported personal opinion about kitten care or shows a minimal understanding of the question. A response also may receive a point for giving one good or one bad thing from the article.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

Some good things to do when taking care of a new kitten:

- Bring your kitten home at the beginning of a weekend or during a school vacation.
- Spend as much time as possible with your new kitten by playing with her.
- Be calm and quiet around your new kitten; don't frighten her.
- Let your new kitten explore one room at a time.
- Get a bed, cat food, a bowl of water, and a litter box for your kitten.
- Make sure your kitten has enough water each day and has food two to three times a day.
- Petproof your house; check window screens and other places a kitten can hide.

Some bad things not to do when taking care of a new kitten:

- Don't let the kitten scratch or bite you.
- Don't be noisy.
- Don't leave your kitten alone.
- Don't have any poisonous plants, cleaning supplies, or sewing supplies nearby.

30. List below what things are good and what things are bad for kittens. List as many things as you can, using information from the article.

GOOD THINGS FOR KITTENS	BAD THINGS FOR KITTENS
A nice place for a kitten. A yarn so the kitten could play with. Some food for the kitten to eat. Some water for the kitten to drink. A place so the kitten could go sleep.	Bad things for the kitten is poisonous plants. Some others poiscrous foods. Some pencils and pens because when the kitten play with it might have a hole on the kitten.

Score Point: 4

At the 4-level, not only has the student given four appropriate points from the article, they have included intuitive insight into the care and handling of kittens. This is an imperative quality for the 4-level response.

BEST COPY AVAILABLE

30. List below what things are good and what things are bad for kittens. List as many things as you can, using information from the article.

GOOD THINGS FOR KITTENS	BAD THINGS FOR KITTENS
1) Feed the kitten. 2) Make a good bed for the kitten to sleep. 3) take care of the kitty. 4) Be nice to the kitty 5) Get him new food every day.	1) You should not push the kitten. 2) Don't hit you kitten. 3) Don't pinch the kitten. 4) Don't scold at him/her. 5) Don't throw him/her on the floor.

Score Point: 3

This student gives three good things (feed, bed, care), but has offered several bad points that are personal opinion with no support from the article.

BEST COPY AVAILABLE

30. List below what things are good and what things are bad for kittens. List as many things as you can, using information from the article.

GOOD THINGS FOR KITTENS	BAD THINGS FOR KITTENS
always make sure the kitten has fres water and food.	when you bring your kitten home the first day you should not have a cat at your house.

Score Point: 2

The response gives two good things ("fres water and food"), but gives an unsupported opinion for bad things.

BEST COPY AVAILABLE

30. List below what things are good and what things are bad for kittens. List as many things as you can, using information from the article.

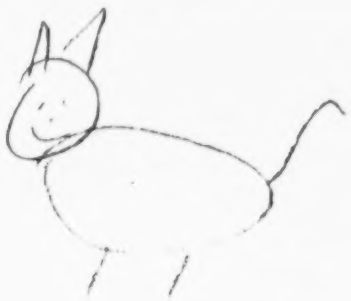
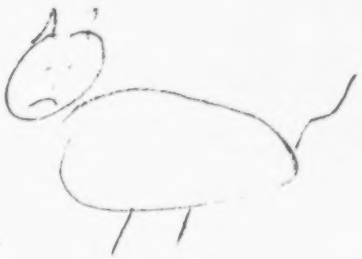
GOOD THINGS FOR KITTENS	BAD THINGS FOR KITTENS
GoodThiefor+he KiTTeh is lef +heKiT·Teh Plax with +he Ball·	This is a BADThing for +heKiTTens DO NOT DOiT

Score Point: 1

This student has obviously seen the prompt (Good things, Bad Things), but only offers personal opinions without support from the article in response. A response also may receive a point for giving one good or one bad thing from the article, e.g., food, water,

BEST COPY AVAILABLE

30. List below what things are good and what things are bad for kittens. List as many things as you can, using information from the article.

GOOD THINGS FOR KITTENS	BAD THINGS FOR KITTENS
	

Score Point: 0

The student offers no support from the article. The response is totally irrelevant.

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GRADE 3 READING—ITEM-SPECIFIC SCORING RUBRIC

Below is an example of an item-specific reading rubric at the third-grade level. A student's score is based upon how well the response meets the stated criteria.

Passage: The Great Uniform Debate

41. What are some of the reasons students should be required to wear uniforms to school?

Explain your answer using information from the article.

SCORE	DESCRIPTION OF ANSWERS TO THE GREAT UNIFORM DEBATE PASSAGE
4	Response logically argues for or against students being required to wear uniforms to school. Student uses relevant information from the article to thoroughly explain his/her reasoning.
3	Response adequately argues for or against students being required to wear uniforms to school, but explanation lacks some supporting details from the article.
2	Response minimally argues for or against students being required to wear uniforms to school. Explanation has limited support from the article.
1	Response illogically argues for or against students being required to wear uniforms to school. OR Response gives personal opinion with no support from the article.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response

Some reasons for wearing uniforms to school:

- Students will fight less and study more.
- New styles in clothes are expensive.
- Students won't feel left out if they can't afford new clothes.
- Some students think clothes are more important than classes.
- Kids won't have to decide what to wear to school each day.

Some reasons for NOT wearing uniforms to school:

- Uniforms can eliminate students' ability to express themselves.

NOTE: A student can receive a high score by responding against wearing uniforms if he/she disputes some of the reasons given in the article for wearing uniforms.

* For item 41, students may choose to argue the negative side of wearing uniforms and attain any of the four score points offered. However, supporting details from the article are so limited that the student would be hard pressed to sustain a solid argument at the 3/4 level.

41. What are some of the reasons students should be required to wear uniforms to school? Explain your answer using information from the article.

Students should be requierd to wear uniforms because we think it will help keep kids from fighting about each others cloths. We also think it will help kids study more for tests and other things you have to study for. Wearing uniforms will also save your parents mony. Wearing uniforms will help provide your family from having a monycrunch. Wearing uniforms will solve lots of proplems and your grades will go up. Uniforms will make school a safer place for kids to be, it will help kids feel more comfertable in school. The end

Score Point: 4

This response thoroughly explores the benefits of wearing uniforms while using relevant information from the article (reduce fighting, save money, safer schools) to support the opinion. This student also has displayed an intuitive concept of how uniforms "will help kids feel more comfertable in school."

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41. What are some of the reasons students should be required to wear uniforms to school? Explain your answer using information from the article.

Some of the reasons students should wear uniforms to school is because if students don't wear uniforms to school some students might say they are better than other students and that might make the other student sad. The next reason I think students should wear uniforms to school is because some students wears clothes that looks like gangs and now they want to be gangs so if we wear uniforms those people or teenager that are gang might not have been gangs if we wore uniforms. The last reason I think we should wear uniforms to school so we will fight less and study more, and also that we can be friendly and play with other kids to make them feel good too.

Score Point: 3

The 3-level response offers one or more arguments for wearing uniforms, but the support must reveal an emerging intuitive quality or adequate argument. This student has focused on the fashion aspect of wearing uniforms and their leveling effect. The details are solid, and support is drawn from the article, e.g., "So we will fight less and study more."

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41. What are some of the reasons students should be required to wear uniforms to school? Explain your answer using information from the article.

because It saves a lot of time, and it is probaly going to be easier to wash just uniform than shirts, pants, and socks, and also it is going to be a lot easier than trying to find shirts, and jeans so it would be a lot easier if kids would wear uniforms because you would have more time to eat breakfast, and you would have more time to get ready for school, and why because you need to get your shoes and coat and get your backpack ready and on to go.

Score Point: 2

This student offers an idea from the article (saves time) and then continues by giving limited and redundant support on how uniforms will save time. Students may attain a 2 by offering two or more arguments for wearing uniforms from the text with minimal or no support.

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41. What are some of the reasons students should be required to wear uniforms to school? Explain your answer using information from the article.

I think students should wear uniform to school boys could wear paent and girls can wear scens and jress. The teacher should wear iney thing they want to wear. I think scho will be good with uniforms to school. I think ever body should wear uniform because ever body will look good in uniforms and I think good with out uniforms if I ever wear a uniform to school I woula be glad that I did in stede of wearing what iney body wears larg if have some thing to wear.

Score Point: 1

This student appears to understand the prompt, but focuses on one opinion, "I think school will be good with uniforms." One opinion without support is a 1.

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41. What are some of the reasons students should be required to wear uniforms to school? Explain your answer using information from the article.

They souldnot be Fight's because some body might get hrt and then they will have a meeting and then somebody hafto go to a diffrent school and they Proble would not like that at all and he would get mad at his Parents and then he proble would not talk to them for the day.

Score Point: 0

The student does not use information from the article to describe the relationship between fighting and uniforms. The response wanders and does not focus on the question.

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GRADE 3 READING—ITEM-SPECIFIC SCORING RUBRIC

Below is an example of an item-specific reading rubric at the third-grade level. A student's score is based upon how well the response meets the stated criteria.

Passage: My Name is GRAHAM, as in Cracker

55. Tell what Sylvester Graham meant when he said, "Find Nature's way and follow her!" Explain your answer with information from the story.

SCORE	DESCRIPTION OF ANSWERS TO QUESTIONS ABOUT GRAHAM PASSAGE
4	**Response indicates the phrase means you should eat whole grains, fresh fruits, and fresh vegetables (Graham's recommendations for diet) because they make people healthier.**
3	Response describes general idea that better food = better health, with one or two examples from the story.
2	Response describes what Graham did to make people healthier in a general way.
1	Response tells part of the story but shows no generalized understanding of the phrase.
0	Response is totally incorrect or irrelevant.
Blank	Blank/no response.

Write your answer to question 55 in the space below.

55. Tell what Sylvester Graham meant when he said, "Find Nature's way and follow her!" Explain your answer with information from the story.

The way he ment of following Natures way was to eat healthy foods like fruits and vedgtables. He thaght theg looked like snakes swallowing their huge meals whole. Then he saw the same people get sick or overweight. Sylvester read about a experiment in with a dog got fed only white bread, got sick and died. But a dog that was fed whole wheet bread stayd healthy. So Sylvester ate healthy.

Score Point: 4

This response is a very strong "4" as it clearly demonstrates an in-depth understanding of the phrase. It offers many specific examples from the text to support insightful generalizations and conclusions

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Write your answer to question 55 in the space below.

55. Tell what Sylvester Graham meant when he said, "Find Nature's way and follow her!" Explain your answer with information from the story.

The guy in the story Sylvester Graham meant. all that fat and grease isn't healthy. You should try to eat vegetables and fruits.

Score Point: 3

This student demonstrates a general understanding that better food equals better health, and provides text-based examples of both healthy ("vegetables and fruits") and unhealthy ("fat and grease") diets, thereby completing both components of the task. However, to receive a "4," this response requires a more thorough explanation, utilizing additional examples to demonstrate more clearly an in-depth understanding that Graham believed his diet would lead to better health.

Write your answer to question 55 in the space below.

55. Tell what Sylvester Graham meant when he said, "Find Nature's way and follow her!" Explain your answer with information from the story.

Fat food that are good for you.

Score Point: 2

This response clearly communicates a generalized understanding of the phrase, thereby completing the first component of the task. However, this piece lacks examples and therefore cannot receive a score point higher than a "2."

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Write your answer to question 55 in the space below.

55. Tell what Sylvester Graham meant when he said, "Find Nature's way and follow her!" Explain your answer with information from the story.

All Amiricans will stop eating like boaconstictor:

Score Point: 1

Although this student has provided a relevant bit of textual information, this response is limited to a vague restatement of text and demonstrates no understanding of what Graham did, or that better food equals better health. Such minimal understandings receive a "1."

Write your answer to question 55 in the space below.

55. Tell what Sylvester Graham meant when he said, "Find Nature's way and follow her!" Explain your answer with information from the story.

tO the forest

Score Point: 0

This attempt to interpret the phrase is totally incorrect, offering no evidence that the student read the passage. Because this response neither retells part of the story nor offers any generalized understanding of the phrase, it cannot receive a score point higher than "0."

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